
Citation:

Thomson, S (2014) Policy to practice or practice to policy? What's the best way to sustain OER activity? In: OER14: building communities of open practice, 28 -29 April 2014, The Centre for Life, Newcastle.

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/1437/>

Document Version:

Conference or Workshop Item (Presentation)

Creative Commons: Attribution 3.0

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

Policy to Practice.

(Or Practice to Policy)

A Workshop in 3 parts.



@digisim

#oer14

Newcastle, UK

PART 01

Institutional Journey

PART 02

To Policy or Not?

PART 03

Let's Build a Policy

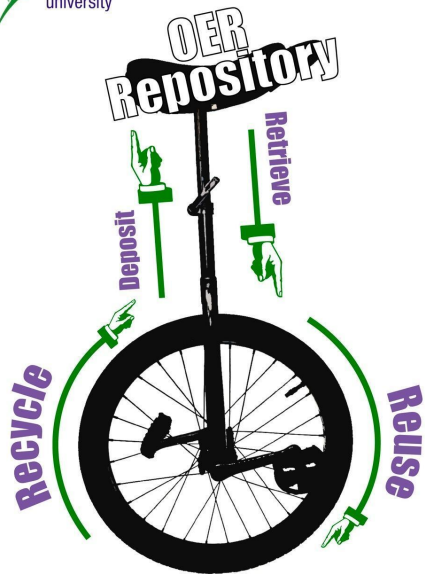
(well.....a conversation for one)

PART 01

Institutional Journey



Sustaining OER activity An Institutional Journey



<http://repository.leedsmet.ac.uk/>

- Phase One Institutional Pilot
- Released 3600 hrs of material
- Aligned OER to institutional process
- Focussed on:
 - low cost sustainability
 - faculty ownership
 - institutional impact
 - granular OER release
 - reward & recognition
 - IPR education
 - JORUM integration

2009 – 10



LEEDS
METROPOLITAN
UNIVERSITY

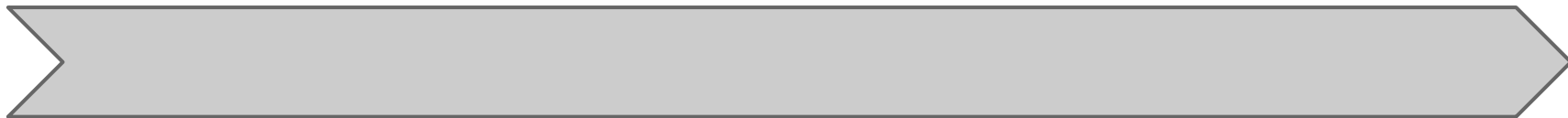




2009

2012

PRODUCER to CONSUMER





REFOCUSING THE UNDERGRADUATE CURRICULUM

Resourcing the curriculum



2013 - Mixer



Commercial

Local

Open

**“Where’s your
OER policy?”**

**“um...we don't
have one!”**

Or do we?

CLT KPI	CLT learning and development need	Planned development activities
Learning delivery modes	Blended learning, platforms/ programmes/technologies.	Internal, external and online training courses, JISC
Satisfaction with teaching	Current and emerging learning and teaching approaches.	Horizon scanning
Satisfaction with curricula	Sector approaches to NSS.	NSS networks, benchmarking
Embedding of OERs	Research informed approaches to engaging staff with OERs.	National OER networks, collaboration with LLI

Satisfaction with curricula	Sector approaches to NSS.	NSS networks, benchmarking
Embedding of OERs	Research informed approaches to engaging staff with OERs.	National OER networks, collaboration with LLI
Professionalisation of teaching	UKPSF accreditation frameworks, PG Certs in academic practice.	Educational development networks, HEA events
Course design	Sector approaches to taught postgraduate courses; H.E. in F.E.	National symposia

CLT KPI 4: Embedding of Open Educational Resources. Over the next four years working in collaboration with LLI, the CLT will increase staff and student use of OER across the university. Working specifically with Academic Librarians we will identify a range of OERs for each subject area and make them accessible through the Library subject pages for staff and students to access. Alongside this we will increase the release of our own resources under an open license and deposit them in the OER.

CLT KPI 5: Professionalisation of teaching. The CLT will develop and take through HEA accreditation a full CPD Framework for academic and learning support staff. This will be supported through on-line resources, workshops & taught programmes, peer observation of teaching, and mentoring activities. Working closely with HR, we will embed key activities in PDR processes.

**CLT KPI 4:
Embedding of
OER;**

Percentage of
courses incorporating
Open Educational
Resources (OERs) in
their Virtual Learning
Environment

**Unknown
25%**

Is embedding a policy?

PART 02

To Policy or Not?

Q1: What came first ?

(Practice or Policy)



@digisim

#oer14

Newcastle, UK



Q2: What sustains OER?

(Practice or Policy)



#oer14

Newcastle, UK



Q3: Where's your policy?

(Does your institution have one?)



@digisim

#oer14

Newcastle, UK





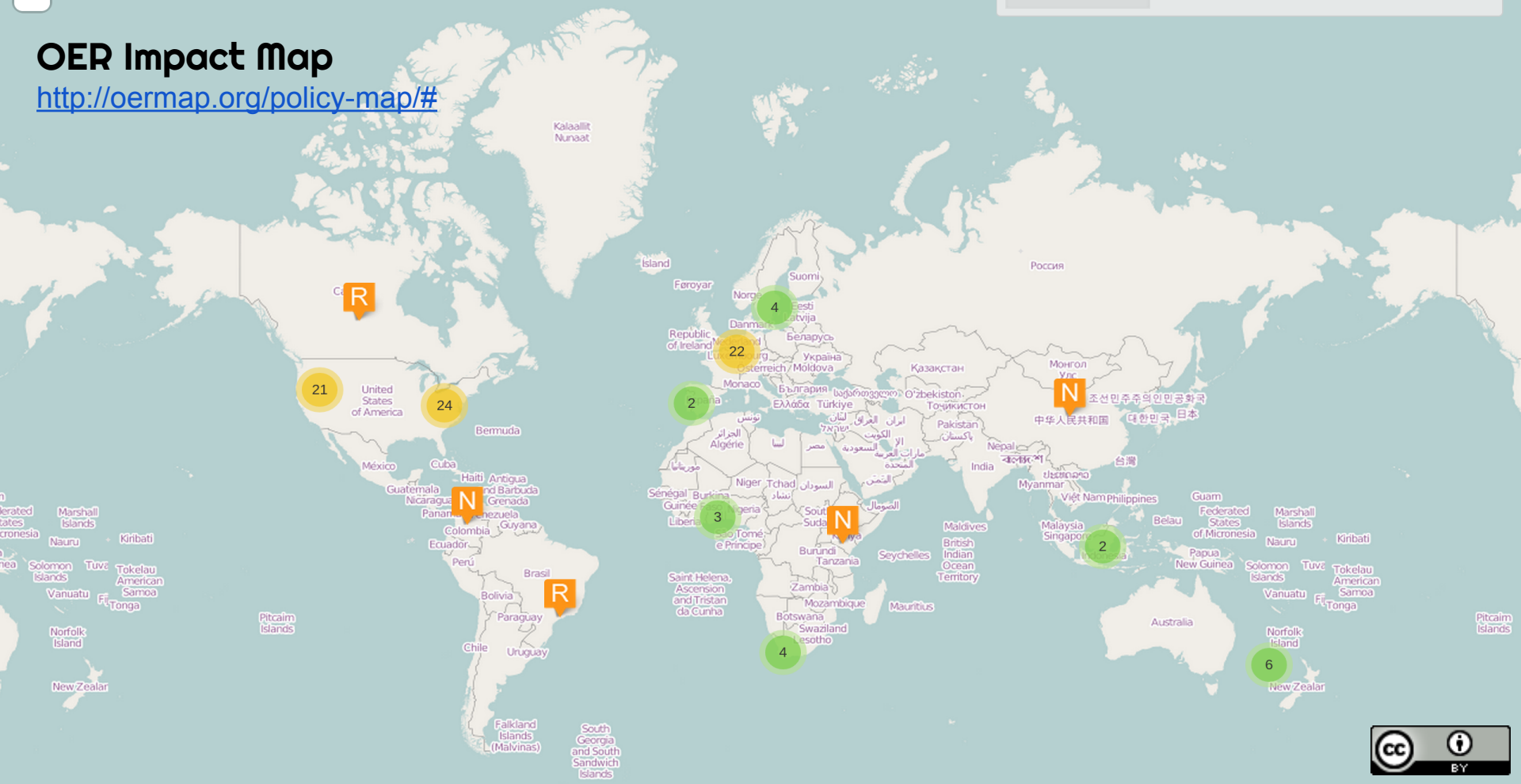
Type:



Locale:

Sector:

OER Impact Map

<http://oermap.org/policy-map/#>



-  [CC Wiki Home](#)
- [Page](#)
- [Discussion](#)
- [View source](#)
- [History](#)
-  [What links here](#)
- [Related changes](#)
- [Recent Changes](#)
- [Special pages](#)
- [Permanent link](#)
- [Browse properties](#)

OER Policy Registry

Go

[Log in / create account \(OpenID\)](#)

Welcome

Welcome to the Open Educational Resources ([OER](#)) Policy Registry, a database of **90** [current](#) and [proposed](#) open education policies from around the world. Here, anyone can easily share, update, and browse open education policies and legislation. In addition, we host [supporting policy resources](#) such as case studies and guides.

Scope

We define OER policies as legislation, institutional policies, and/or funder mandates that lead to the creation, increased use, and/or support for improving OER. This registry is not a list of open projects, terms of use, or a registry of [open access policies](#).

Popular Searches

By Status

- [Current Policy](#) - **48**
- [Proposed Policy](#) - **24**
- No status - **18**

By Country

- [France](#)
- [Mexico](#)
- [South Africa](#)
- [United States](#)

By Jurisdiction Type

- [Global](#)
- [National](#)
- [State](#)
- [Institution - Primary](#)
- [Institution - Secondary](#)
- [Institution - Tertiary](#)
- [System](#)



Examples of OER Policies.

<http://goo.gl/eDjlxU>

Q4: What do these policies contain?

(5 to 10 keywords per policy)



@digisim

#oer14

Newcastle, UK



Sustaining OER: Document 1 – The Current Position (2012)

<http://goo.gl/8BOjGv>

When is a policy not a policy?

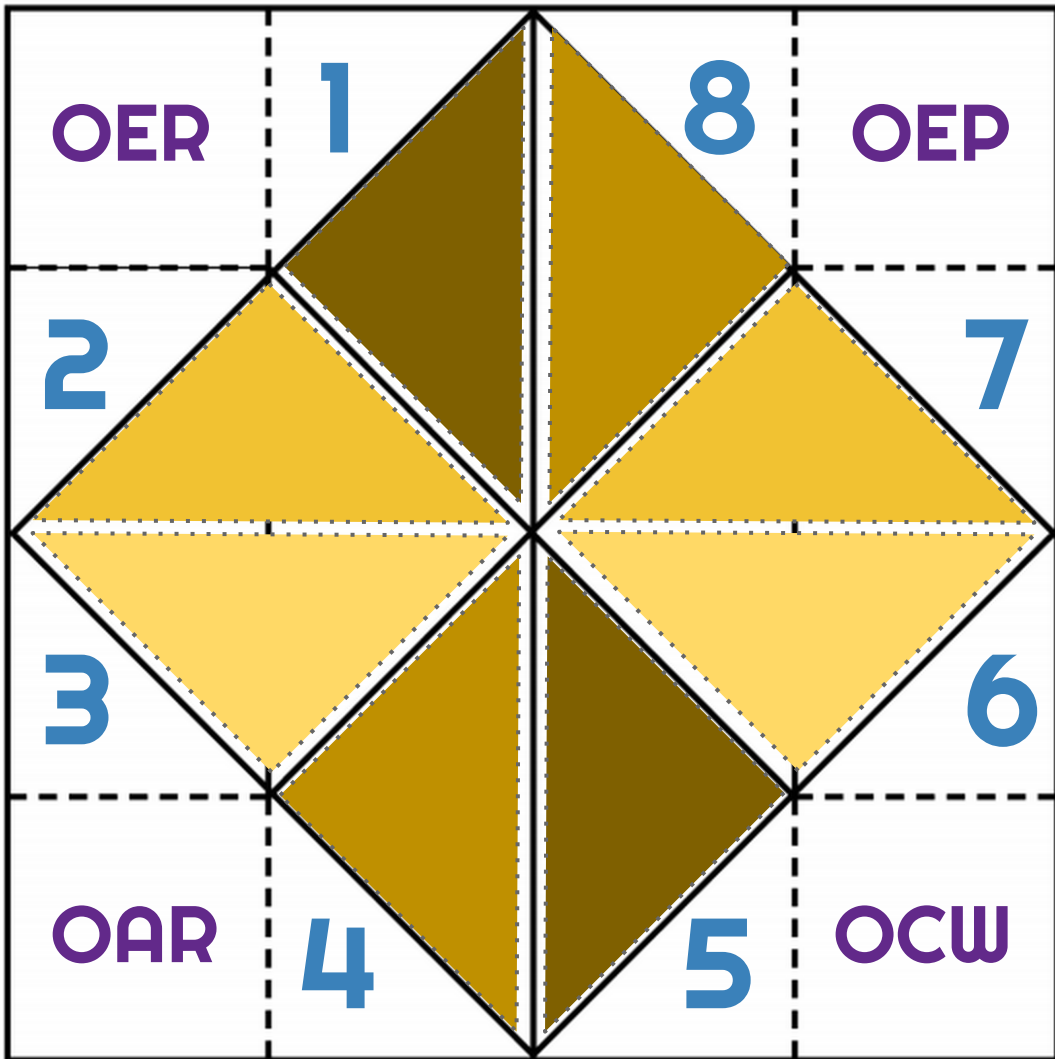
When is a policy not a policy?

When it's an intention!

PART 03

Let's Build a Policy

(well.....a conversation for one)



Chatterbox Instructions:

- Place the acronyms (OER/OEP/OAR/OCW) in the boxes (as shown left).
- As a table agree 8 key topics that are associated with OER/OEP/OAR/OCW. (1-8)
- Individually plan your “chatterbox” conversation statements based on the 8 key topics (make them work for your local context). (8 gold shaded sections).
- Try it out on your table.
- Take a pic, post it on Twitter or Instagram with #oer14 & #creativethinking



OER Manifesto (Leeds) 2012

1. We need to recognise the effort and time required to move to sustainable OER
2. Wider exposure of academic staff to OER (building awareness of supply) is important
3. Staff development - ideally accredited by HEA --- is key, especially for new academic staff
4. Sector---wide sharing needs to be encouraged and if possible incentivised.
5. Evidence of effectiveness in use would be 'massively' helpful
6. We need usable tools (e.g. for dissemination and deposit) which maximise the benefit for minimum effort
7. The more to OER should be widely recognised as good for UK HE
8. We need policies/practices which offer clear rewards for 'open' behaviour
9. Institutions need to 'turn over stones' even when they fear what lurks beneath
10. Be confident in your own resources, even when they are 'dirty' (not pristine or polished)
11. Identify and acknowledge the important risks - and prepare for them
12. Prepare for other sources/creators of OER



Q5: What really sustains OER?

 @digisim

#oer14

Newcastle, UK



A5: You Do!

People sustain OER, not policy, not practice.

 @digisim

#oer14

Newcastle, UK

